

**Pearson  
BTEC Level 4  
Higher National Certificate  
in Hospitality Management**

**Pearson  
BTEC Level 5  
Higher National Diploma  
in Hospitality Management**

**Specification**

Issue 6

## **Edexcel, BTEC and LCCI qualifications**

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**This specification is Issue 6.** Due to the replacement of the Qualifications and Credit Framework (QCF) by the Regulated Qualifications Framework (RQF), references to the QCF and to its predecessor, the National Qualifications Framework (NQF) have been removed from this specification. In addition, Pearson has assigned Total Qualification Time (TQT) in hours to this qualification; this is covered in the section entitled '*Programme design and delivery*' of this specification.

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## **Pearson BTEC Level 4 HNC Diploma in Hospitality Management**

## **Pearson BTEC Level 5 HND Diploma in Hospitality Management**

The BTEC HNCs (Higher National Certificates) are at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the BTEC HNDs (Higher National Diplomas).

BTEC HNDs are level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications are Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to BTEC Higher Nationals continues to be from level 3 qualifications. Progression from BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

## BTEC Higher Nationals within the RQF and FHEQ

RQF/FHEQ level	Progression opportunities and examples of qualifications within each level
<b>8</b>	PhD/DPhil Professional doctorates (credit based), e.g. EdD
<b>7</b>	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
<b>6</b>	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
<b>5</b>	<b>BTEC HNDs</b> (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
<b>4</b>	<b>BTEC HNCs</b> (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
<b>3</b>	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

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# Qualification titles covered by this specification

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**Pearson BTEC Level 4 HNC Diploma in Hospitality Management**

**Pearson BTEC Level 5 HND Diploma in Hospitality Management**

The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications*: UK Quality Code for Higher Education, Part A Chapter A3.)

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## Qualification Numbers

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The QNs for the qualification in this publication are:

500/8245/0 Pearson BTEC Level 4 HNC Diploma in Hospitality Management

500/8334/X Pearson BTEC Level 5 HND Diploma in Hospitality Management

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# Introduction

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This specification contains the units and associated guidance for the Pearson BTEC Level 4 HNC Diploma in Hospitality Management and the Pearson BTEC Level 5 HND Diploma in Hospitality Management.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

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## Structure of the qualification

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### BTEC Level 4 HNC

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The Pearson BTEC Level 4 HNC Diploma in Hospitality Management is a qualification with a minimum of 120 credits of which 45 are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

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### BTEC Level 5 HND

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The Pearson BTEC Level 5 HND Diploma in Hospitality Management is a qualification with a minimum of 240 credits of which 110 are mandatory core.

The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5 or above.



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# Rules of combination for BTEC Levels 4 and 5 Higher National qualifications

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The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010.

When combining units for a BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

## **Pearson BTEC Level 4 HNC Diploma in Hospitality Management**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 45 credits.
- 4 Specialist unit credit: 75 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.
- 6 **Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours
- 7 **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours

## **Pearson BTEC Level 5 HND Diploma in Hospitality Management**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.
- 3 Mandatory core unit credit: 110 credits.
- 4 Specialist unit credit: 130 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.
- 7 **Total Qualification Time** Higher National Diploma (HND) = 2,400 hours
- 8 **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours

## Structure of the Pearson BTEC Level 4 HNC Diploma in Hospitality Management

Unit number	Mandatory core units – all three units must be taken	Unit level	Unit credit
1	The Contemporary Hospitality Industry	5	15
2	Finance in the Hospitality Industry	4	15
3	Customer Service	4	15
	<b>Specialist units – choose units with a total credit value of 75 credits</b>		
4	Research Project	5	20
5	Food and Beverage Operations Management	4	15
6	Rooms Division Operations Management	4	15
7	The Developing Manager	5	15
8	Marketing in Hospitality	4	15
9	Human Resource Management for Service Industries	5	15
10	Work-based Experience	5	15
11	Resource Management in Hospitality	4	15
12	Hospitality Operations Management	5	15
13	Conference and Banqueting Management	5	15
14	Hospitality Contract and Event Management	5	15
15	On-Licensed Trade Management	5	15
16	Sales Development and Merchandising	5	15
17	Quality Management in Business	5	15
18	Facilities Operations and Management	4	15
19	External Business Environment	5	15
20	Business Health Check	5	15
21	Small Business Enterprise	5	15
22	Cellar and Bar Operations Management	5	15
23	Law for Licensed Premises	5	15
24	Brewing Science	5	15
25	Menu Planning and Product Development	5	15
26	Planning and Managing Food Production and Beverage Service	4	15
27	Contemporary Gastronomy	5	30

<b>Unit number</b>	<b>Specialist units – choose units with a total credit value of 75 credits (<i>continued</i>)</b>	<b>Unit level</b>	<b>Unit credit</b>
28	World Food	4	15
29	Creative Patisserie	5	30
30	New Product Development in Food	5	15
31	Food Safety Management	5	15
32	Nutrition and Diet	5	15
33	The Sport and Leisure Sector	4	15
34	Heritage and Cultural Tourism Management	4	15
35	The Entertainment Industry and Venue Management	5	15
36	Sport and Leisure Tourism in the UK	5	15
37	The Travel and Tourism Sector	4	15
38	Sustainable Tourism Development	5	15
39	Tourist Destinations	4	15
40	Tour Operations Management	4	15
41	Personal and Professional Development	5	15
42	Employability Skills	5	15

**The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Pearson BTEC Level 5 HND Diploma in Hospitality Management

Unit number	Mandatory core units – all seven units must be taken	Unit level	Unit credit
1	The Contemporary Hospitality Industry	5	15
2	Finance in the Hospitality Industry	4	15
3	Customer Service	4	15
4	Research Project	5	20
5	Food and Beverage Operations Management	4	15
6	Rooms Division Operations Management	4	15
7	The Developing Manager	5	15
	<b>Specialist units – choose units with a total credit value of 130 credits</b>		
8	Marketing in Hospitality	4	15
9	Human Resource Management for Service Industries	5	15
10	Work-based Experience	5	15
11	Resource Management in Hospitality	4	15
12	Hospitality Operations Management	5	15
13	Conference and Banqueting Management	5	15
14	Hospitality Contract and Event Management	5	15
15	On-Licensed Trade Management	5	15
16	Sales Development and Merchandising	5	15
17	Quality Management in Business	5	15
18	Facilities Operations and Management	4	15
19	External Business Environment	5	15
20	Business Health Check	5	15
21	Small Business Enterprise	5	15
22	Cellar and Bar Operations Management	5	15
23	Law for Licensed Premises	5	15
24	Brewing Science	5	15
25	Menu Planning and Product Development	5	15
26	Planning and Managing Food Production and Beverage Service	4	15
27	Contemporary Gastronomy	5	30

<b>Unit number</b>	<b>Specialist units – choose units with a total credit value of 130 credits (<i>continued</i>)</b>	<b>Unit level</b>	<b>Unit credit</b>
28	World Food	4	15
29	Creative Patisserie	5	30
30	New Product Development in Food	5	15
31	Food Safety Management	5	15
32	Nutrition and Diet	5	15
33	The Sport and Leisure Sector	4	15
34	Heritage and Cultural Tourism Management	4	15
35	The Entertainment Industry and Venue Management	5	15
36	Sport and Leisure Tourism in the UK	5	15
37	The Travel and Tourism Sector	4	15
38	Sustainable Tourism Development	5	15
39	Tourist Destinations	4	15
40	Tour Operations Management	4	15
41	Personal and Professional Development	5	15
42	Employability Skills	5	15

**The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.**

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# Key features

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BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

The Pearson BTEC HNC and HND Diplomas in Hospitality Management offer a progression route to the professional qualifications offered by the Institute of Hospitality.

Pearson BTEC Level 4 HNC Diploma and Level 5 HND Diploma in Hospitality Management have been developed to focus on:

- providing education and training for a range of management careers in hospitality, licensed retail, food and beverage or leisure and tourism sectors; for example food and beverage manager, front of house manager or events manager
- providing opportunities for hospitality managers to follow specialised areas of study directly relevant to individual vocations and professions within the hospitality industry, including study within the licensed trade, leisure and/or tourism sectors, or specialist culinary arts, leading to a nationally-recognised Level 5 vocationally-specific qualification
- providing opportunities for full-time learners to gain a nationally-recognised, vocationally-specific qualification to enter employment in hospitality management or progress to higher education, vocational qualifications such as a full-time degree in hospitality management or related areas such as business management or leisure and tourism management
- developing the knowledge, understanding and skills of learners in the field of hospitality management across a range of sectors, including those suggested above
- providing opportunities for learners to focus on the development of higher-level skills in a hospitality management context, including investigatory and research skills focusing on management issues within the context of hospitality, leisure or tourism
- providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life within the hospitality industry.

This qualification meets the needs of the above rationale by:

- developing a range of knowledge and understanding, skills and techniques, personal qualities and attributes essential for successful performance in working life
- developing the individual's ability to make an immediate contribution to employment in the hospitality management industry, through effective use and combination of the knowledge and skills gained in different parts of the programme
- providing opportunities for specialist study relevant to individual vocations and contexts
- enabling progression to an undergraduate degree or further professional qualification in hospitality management or a related area
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in hospitality management.

## **Progression from the BTEC Level 4 HNC**

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The Pearson BTEC Level 4 HNC Diploma in Hospitality Management provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the hospitality industry and also offers particular specialist emphasis through the choice of specialist units.

BTEC Level 4 HNC Diplomas provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC Diploma in Hospitality Management offers a progression route for learners who are employed in the hospitality industry.

## **Progression from the BTEC Level 5 HND**

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The BTEC Level 5 HND Diploma provides greater breadth and specialisation than the BTEC Level 4 HNC Diploma. BTEC HNDs are followed predominately by full-time learners. They allow progression into or within employment in the hospitality industry, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND Diploma in Hospitality Management provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the hospitality industry and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in hospitality or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the hospitality industry where learners may work towards membership of the Institute of Hospitality.

The Pearson BTEC Level 5 HND Diploma in Hospitality Management offers a progression route for learners who are studying the hospitality programme.

## **Professional body recognition**

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The Pearson BTEC HNC and HND Diplomas in Hospitality Management have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Learners who gain a Pearson BTEC HNC Diploma or HND Diploma in Hospitality Management may apply for membership of the Institute of Hospitality. All members are awarded a membership certificate and a personalised membership card with a unique number ID. Associates, Members and Fellows are eligible to use the following post-nominals respectively for their grade of membership – Associate (AIH), Member (MIH) or Fellow (FIH). These are an industry-recognised acknowledgement of the level of professional experience achieved. Benefits of membership also include:

- information services
- discounts and savings
- publications
- business resources
- careers profession development
- networking.



## National Occupational Standards

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Pearson BTEC HNC and HND Diplomas in Hospitality Management are designed to relate to the National Occupational Standards in the Management sector, which in turn form the basis of the Management National Vocational Qualifications (NVQs). BTEC HNC and HND Diplomas do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

There are currently no National Occupational Standards for Hospitality at Level 5. However, some units in the Pearson BTEC HNC and HND Diplomas in Hospitality Management relate to Management NVQ units. Links to Management National Occupational Standards are indicated in each unit and mapped in *Annexe B*.

In addition to the National Occupational Standards, the Institute of Hospitality offers various publications which summarise the topics, and the hospitality professional can make use of these during their working career.

## Qualification Frameworks for Higher National Diplomas

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In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are qualifications at Level 4 and Level 5 on the Regulated Qualifications Framework and are subject to the academic standards and regulations of Pearson.

Level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have also been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Hospitality Management should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

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# Teaching, learning and assessment

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Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded a BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5 or above) to be awarded a BTEC Level 5 HND.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

## Unit format

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Each unit is set out in the following way.

### *Unit title, unit code and credit value*

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the RQF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

### *Aim*

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### *Unit abstract*

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

### *Learning outcomes*

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

### *Unit content*

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

### *Learning outcomes and assessment criteria*

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

### *Guidance*

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Pearson to offer the qualification.

## **Learning and assessment**

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The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

## Grading Higher National units

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The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

### Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

### Summary of grades

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"><li>all learning outcomes and associated assessment criteria have been met</li></ul>
In order to achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"><li>pass requirements achieved</li><li>all merit grade descriptors achieved and all prescribed indicative characteristics.</li></ul>
In order to achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"><li>pass and merit requirements achieved</li><li>all distinction grade descriptors achieved and all prescribed indicative characteristics.</li></ul>

## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

#### BTEC HNC Diplomas

To achieve the qualification a learner must:

- achieve at least 120 credits at or above the level of the qualification (a maximum of 55 credits may be at Level 5)
- achieve a minimum of 65 credits at Level 4
- complete a valid combination of units.

#### BTEC HND Diplomas

To achieve the qualification a learner must:

- achieve at least 240 credits at or above the level of the qualification
- achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

### Qualification grades above pass grade

#### BTEC HNC Diplomas

Calculation of the BTEC HNC qualification grade is based on the learner's best performance in units at or above the level of the qualification to the value of 75 credits:

- The best 75 credits must come from a maximum of 120 credits as a valid rule of combination
- The units from which the best 75 credits are selected come from the whole qualification including the mandatory core credit.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points available for specified unit grades, for either Level 4 or Level 5 units

Unit points per credit		
Pass	Merit	Distinction
0	1	2
Example for level 4 or level 5 unit of 15 credits		
Pass	Merit	Distinction
0	15	30

### BTEC Level 4 HNC overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

### BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

### BTEC Level 5 HND overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

Annexe E gives examples of how qualification grades are calculated.

## Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.



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# Quality assurance of BTEC Higher Nationals

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Pearson's quality assurance system for all BTEC higher-level programmes at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering BTEC higher-level programmes at Levels 4–7 comprises three key components.

## **1) Approval process**

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

## **2) Monitoring of internal centre systems**

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

### **3) Independent assessment review**

The internal assessment outcomes reached for all BTEC higher-level programmes at Levels 4-7 are subject to an independent assessment review by a Pearson-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification
- or
- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

### **Additional arrangement for ALL centres**

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

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# Programme design and delivery

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The BTEC Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The BTEC Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation each qualification in the defined structures provided in this document.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning. This value has been allocated according to input from curriculum writers.

**Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours

**Total Qualification Time** Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

**Guided Learning Hours (GLH)** are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours

**Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Centres are advised to consider these definitions when planning the programme of study associated with this specification.

*Annexe D* provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the Pearson Level 5 BTEC Higher Nationals in Hospitality Management (2003) with the units in this specification.

## Mode of delivery

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Pearson does not define the mode of study for the BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Our 'Distance Learning' and 'Distance Assessment' policies are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

## Resources

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BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

## Meeting local needs

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Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and relevant professional organisations.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval from Pearson to use units from other BTEC Higher National qualifications accredited in 2010. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification remains the same.

Applications must be made **in advance** of delivery by 31 January in the year of registration (see the website for details).

The flexibility to import standard units from other BTEC Higher National specifications accredited in 2010 is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. This is an overall maximum and centres should check the 'Rules of Combination' information for the specific qualification to confirm the actual requirements. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised. The centre must ensure that approved units are used only in eligible combinations.

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# Access and recruitment

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Pearson's policy regarding access to our qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression
- there must be equal opportunities for everyone wishing to access the qualification.

Centres are required to recruit learners to BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Hospitality
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

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## Restrictions on learner entry

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BTEC Higher National qualifications are accredited on the RQF for learners aged 18 years and over.

## **Equality Act 2010 and Pearson equality policy**

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Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

## **English language expectations**

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Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.



## Professional body contact details

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Institute of Hospitality  
Trinity Court  
34 West Street  
Sutton, Surrey SM1 1SH

Telephone: 020 8661 4900  
Website: [www.instituteofhospitality.org](http://www.instituteofhospitality.org)

British Hospitality Association  
Queens House  
55–56 Lincoln's Inn Fields  
London WC2A 3BH

Telephone: 020 7404 7744  
Website: [www.bha.org.uk](http://www.bha.org.uk)

British Institute of Innkeeping  
infor House  
1 Lakeside Road  
Farnborough  
GU14 6XP

Telephone: 01276 684 449  
Website: [www.bii.org](http://www.bii.org)

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# Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website at: [qualifications.pearson.com/en/support/training-from-pearson-uk](http://qualifications.pearson.com/en/support/training-from-pearson-uk)

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website [qualifications.pearson.com/en/support/contact-us](http://qualifications.pearson.com/en/support/contact-us)



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# Annexe A

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## Qualification Requirements

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### Rationale

The Pearson BTEC HNC and HND Diplomas in Hospitality Management have been developed to focus on:

- providing education and training for a range of management careers in hospitality, licensed retail, food and beverage or leisure and tourism sectors
- providing opportunities for hospitality managers to follow specialised areas of study directly relevant to individual vocations and professions within the hospitality industry, leading to a nationally-recognised level 5 vocationally-specific qualification
- providing opportunities for full-time learners to gain a nationally-recognised, vocationally-specific qualification to enter employment in hospitality management or progress to higher education vocational qualifications such as a full-time degree in hospitality management or related area
- developing the knowledge, understanding and skills of learners in the field of hospitality management
- providing opportunities for learners to focus on the development of higher-level skills in a hospitality management context
- providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

### Aims of the qualification

This qualification meets the needs of the above rationale by:

- developing a range of knowledge and understanding, skills and techniques, personal qualities and attributes essential for successful performance in working life
- developing the individual's ability to make an immediate contribution to employment in the hospitality management industry, through effective use and combination of the knowledge and skills gained in different parts of the programme
- providing opportunities for specialist study relevant to individual vocations and contexts
- enabling progression to an undergraduate degree or further professional qualification in hospitality management or related area
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in hospitality management.

## Mandatory curriculum

**Contemporary hospitality industry:** the scale, scope and diversity of the hospitality industry, management of customer care, current issues and trends.

**Management development:** principles and practices of management behaviour, learners' potential as a prospective manager, the roles and responsibilities of the manager and opportunities for career development.

**Food/beverage and rooms division operations:** food and beverage systems, financial controls, recipe and menu planning and development, front office and rooms division systems, the customer cycle, including administrative, financial and legal requirements, techniques to maximise and measure occupancy and rooms revenue.

**Accounting in hospitality:** elements of cost, final accounts, business performance and ratios, profit and cash budgets, budgeted balance sheets, marginal costing.

**Research:** responding to changing and future positioning of organisations and the external environment in which they operate, use of quantitative and qualitative research approaches in the context of the topic, applying theories, principles and concepts, interpreting data, explaining and solving work-related problems, details of research methodology.

## Optional curriculum

Optional specialist units can be developed to address the following curriculum within a hospitality context.

**Hospitality Management:** Facilities Operations and Management, Human Resource Management, Marketing, Information Management and Technology, The Business Environment including small businesses, Hospitality Operations Management, Contract and Event Management, Conference and Banqueting, Financial Management, Sales Development and Merchandising, e-Commerce, On-Licensed Trade Management, Gastronomy.

**Licensed Retail:** cellar and bar operations, brewing science, on-licensed trade management, including legislation, business issues such as e-commerce, hospitality operations management, conference and banqueting management, catering technology, sales development and merchandising, facilities operations, human resource management, marketing.

**Culinary Arts:** menu, product and service development, plan and operate food production and service areas, food and society, nutrition and diet, catering technology, food art and presentation, contemporary gastronomy, world cuisine, patisserie, food processing, food hygiene and the environment, hospitality operations management, associated business aspects including small business enterprise, conference and banqueting management and on-licensed trade management.

**Leisure and Tourism:** scale, scope and diversity of the leisure and tourism Industries, current issues and trends, implications for Hospitality Operations Management, On-Licensed Trade Management, Conference and Banqueting Management, Sales Development and Merchandising, Marketing, Facilities Management, Human Resource Management.

## **Entry prerequisites**

There are no particular entry requirements for these qualifications, please refer to Pearson guidance on entry requirements. Learners who enter with at least one of the following are likely to benefit more readily from a hospitality management programme:

- a BTEC National, Advanced GNVQ or AVCE in a related subject (for example Business Studies, Hospitality and Catering)
- at least one GCE A-level pass in a relevant subject with appropriate supporting passes at GCSE
- an Access to Higher Education Certificate awarded by an approved further education institution
- appropriate industry experience.

## **Higher-level skills and abilities**

Learners will be expected to develop the following skills during the programme of study:

- analysing, synthesising and summarising information critically
- the ability to read and use appropriate literature with critical understanding
- the ability to think independently and solve problems
- the ability to take responsibility for their own learning and recognise their own learning style
- obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses
- applying subject knowledge and understanding to address familiar and unfamiliar problems
- recognising the moral and ethical issues of enquiry into hospitality management and appreciating the need for ethical standards and professional codes of conduct
- designing, planning, conducting and reporting on investigations.



# Annexe B

## National Occupational Standards (NOS)

### Mapping against the NVQ in Management

The grid below maps the knowledge covered in the NVQ in Management against the underpinning knowledge of the Pearson BTEC Higher Nationals in Hospitality Management.

#### Unit 1-21

<div>HNC/D titles</div> <div>NVQ unit titles</div>	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
A1: Manage your own resources				3	3		3														
A2: Manage your own resources and professional development				3	3		3									3			3		
A3: Develop your personal networks				3			3												3		3
B1: Develop and implement operational plans for your area of responsibility								3								3		3		3	



<div>HNC/D titles</div> <div>NVQ unit titles</div>	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
B2: Map the environment in which your organisation operates	3			3				3									3	3	3	3	3
B3: Develop a strategic business plan for your organisation						3		3									3			3	3
B4: Put the strategic business plan into action		3													3					3	
B5: Provide leadership for your team							3														
B6: Provide leadership in your area of responsibility		3					3										3				
B7: Provide leadership for your organisation							3														
B8: Ensure compliance with legal, regulatory, ethical and social requirements		3			3		3	3				3	3		3	3	3	3	3		3
B9: Develop the culture of your organisation	3			3								3					3		3	3	
B10: Manage risk		3				3						3								3	

HNC/D titles NVQ unit titles	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
B11: Promote diversity in your area of responsibility												3								3	
B12: Promote diversity in your organisation																				3	
C1: Encourage innovation in your team							3					3					3			3	
C2: Encourage innovation in your area of responsibility								3				3					3			3	
C3: Encourage innovation in your organisation								3				3					3			3	
C4: Lead change							3										3			3	
C5: Plan change																	3			3	
C6: Implement change																	3			3	3
D1: Develop productive working relationships with colleagues							3														
D2: Develop productive working relationships with colleagues and stakeholders		3					3							3		3					
D4: Plan the workforce															3						

<div>HNC/D titles</div> <div>NVQ unit titles</div>	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
D5: Allocate and check work in your team																				3	
D6: Allocate and monitor the progress and quality of work in your area of responsibility																				3	
D7: Provide learning opportunities for colleagues															3						
E1: Manage a budget		3			3	3		3				3	3	3	3					3	3
E2: Manage finance for your area of responsibility		3			3	3		3					3	3	3					3	3
E3: Obtain additional finance for the organisation		3												3						3	3
E4: Promote the use of technology within your organisation				3								3						3			
E5: Ensure your own action reduce risks to health and safety					3								3	3				3		3	

HNC/D titles  NVQ unit titles	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
E6: Ensure health and safety requirements are met in your area of responsibility					3								3	3	3			3			
E7: Ensure an effective organisational approach to health and safety					3									3	3			3			
F1: Manage projects		3		3	3			3							3						
F2: Manage a programme of complementary projects															3						
F3: Manage business processes		3						3							3						
F4: Develop and review a framework for marketing								3				3			3						
F5: Resolve customer service problems	3		3		3											3		3			
F6: Monitor and solve customer service problems	3		3		3											3		3			
F7: Support customer service improvements			3													3		3			

HNC/D titles NVQ unit titles	Unit 1: The Contemporary Hospitality Industry	Unit 2: Finance in the Hospitality Industry	Unit 3: Customer Service	Unit 4: Research Project	Unit 5: Food and Beverage Operations Management	Unit 6: Rooms Division Operations Management	Unit 7: The Developing Manager	Unit 8: Marketing in Hospitality	Unit 9: Human Resource Management for Service Industries	Unit 10: Work-based Experience	Unit 11: Resource Management in Hospitality	Unit 12: Hospitality Operations Management	Unit 13: Conference and Banqueting Management	Unit 14: Hospitality Contract and Event	Unit 15: On-Licensed Trade Management	Unit 16: Sales Development and	Unit 17: Quality Management in Business	Unit 18: Facilities Operations and	Unit 19: External Business Environment	Unit 20: Business Health Check	Unit 21: Small Business Enterprise
F8: Work with others to improve customer service			3									3				3		3			
F9: Build your organisation's understanding of its market and customers	3		3					3				3	3	3		3	3				
F10: Develop a customer focused organisation			3									3		3		3	3	3			
F11: Manage the achievement of customer satisfaction			3		3							3				3	3	3			
F12: Improve organisational performance		3			3			3				3	3				3	3	3	3	

## Unit 22-42

<div>HNC/D titles</div> <div>NVQ unit titles</div>	Unit 22: Cellar and Bar Operations Management	Unit 23: Law for Licensed Premises	Unit 24: Brewing Science	Unit 25: Menu Planning and Product Development	Unit 26: Planning and Managing Food Production and Beverage Service	Unit 27: Contemporary Gastronomy	Unit 28: World Food	Unit 29: Creative Patisserie	Unit 30: New Product Development in Food	Unit 31: Food Safety Management	Unit 32: Nutrition and Diet	Unit 33: The Sport and Leisure Sector	Unit 34: Heritage and Cultural Tourism Management	Unit 35: The Entertainment Industry and Venue Management	Unit 36: Sport and Leisure Tourism in the UK	Unit 37: The Travel and Tourism Sector	Unit 38: Sustainable Tourism Development	Unit 39: Tourist Destinations	Unit 40: Tour Operations Management	Unit 41: Personal and Professional Development	Unit 42: Employability Skills
A1: Manage your own resources						3															
A2: Manage your own resources and professional development			3	3		3	3	3													
A3: Develop your personal networks																				3	3
B1: Develop and implement operational plans for your area of responsibility				3	3												3		3		
B2: Map the environment in which your organisation operates	3	3		3	3	3	3				3	3	3	3	3		3	3	3		
B5: Provide leadership for your team					3																
B8: Ensure compliance with legal, regulatory, ethical and social requirements	3			3	3	3	3	3			3			3		3					
B11: Promote diversity in your area of responsibility				3		3	3														
B12: Promote diversity in your organisation				3			3														

<div><div>HNC/D titles</div><div>NVQ unit titles</div></div>	Unit 22: Cellar and Bar Operations Management	Unit 23: Law for Licensed Premises	Unit 24: Brewing Science	Unit 25: Menu Planning and Product Development	Unit 26: Planning and Managing Food Production and Beverage Service	Unit 27: Contemporary Gastronomy	Unit 28: World Food	Unit 29: Creative Patisserie	Unit 30: New Product Development in Food	Unit 31: Food Safety Management	Unit 32: Nutrition and Diet	Unit 33: The Sport and Leisure Sector	Unit 34: Heritage and Cultural Tourism Management	Unit 35: The Entertainment Industry and Venue Management	Unit 36: Sport and Leisure Tourism in the UK	Unit 37: The Travel and Tourism Sector	Unit 38: Sustainable Tourism Development	Unit 39: Tourist Destinations	Unit 40: Tour Operations Management	Unit 41: Personal and Professional Development	Unit 42: Employability Skills
C1: Encourage innovation in your team	3			3		3	3														
C2: Encourage innovation in your area of responsibility	3			3		3	3														
C3: Encourage innovation in your organisation	3			3		3	3														
D1: Develop productive working relationships with colleagues	3				3																
D2: Develop productive working relationships with colleagues and stakeholders	3				3																
D3: Recruit, select and keep colleagues					3																
D4: Plan the workforce					3																
D5: Allocate and check work in your team					3																
D7: Provide learning opportunities for colleagues	3																				
E1: Manage a budget				3	3		3	3													
E2: Manage finance for your area of responsibility				3	3		3	3													

<div>HNC/D titles</div> <div>NVQ unit titles</div>	Unit 22: Cellar and Bar Operations Management	Unit 23: Law for Licensed Premises	Unit 24: Brewing Science	Unit 25: Menu Planning and Product Development	Unit 26: Planning and Managing Food Production and Beverage Service	Unit 27: Contemporary Gastronomy	Unit 28: World Food	Unit 29: Creative Patisserie	Unit 30: New Product Development in Food	Unit 31: Food Safety Management	Unit 32: Nutrition and Diet	Unit 33: The Sport and Leisure Sector	Unit 34: Heritage and Cultural Tourism Management	Unit 35: The Entertainment Industry and Venue Management	Unit 36: Sport and Leisure Tourism in the UK	Unit 37: The Travel and Tourism Sector	Unit 38: Sustainable Tourism Development	Unit 39: Tourist Destinations	Unit 40: Tour Operations Management	Unit 41: Personal and Professional Development	Unit 42: Employability Skills
E4: Promote the use of technology within your organisation	3				3		3														
E5: Ensure your own action reduce risks to health and safety	3	3		3	3		3	3		3											
E6: Ensure health and safety requirements are met in your area of responsibility	3	3		3	3		3	3		3											
E7: Ensure an effective organisational approach to health and safety	3	3		3	3		3	3		3											
F1: Manage projects				3																	
F2: Manage a programme of complementary projects				3			3														
F4: Develop and review a framework for marketing				3															3		
F7: Support customer service improvements	3																				
F8: Work with others to improve customer service				3																	



<div><div>HNC/D titles</div><div>NVQ unit titles</div></div>	Unit 22: Cellar and Bar Operations Management	Unit 23: Law for Licensed Premises	Unit 24: Brewing Science	Unit 25: Menu Planning and Product Development	Unit 26: Planning and Managing Food Production and Beverage Service	Unit 27: Contemporary Gastronomy	Unit 28: World Food	Unit 29: Creative Patisserie	Unit 30: New Product Development in Food	Unit 31: Food Safety Management	Unit 32: Nutrition and Diet	Unit 33: The Sport and Leisure Sector	Unit 34: Heritage and Cultural Tourism Management	Unit 35: The Entertainment Industry and Venue Management	Unit 36: Sport and Leisure Tourism in the UK	Unit 37: The Travel and Tourism Sector	Unit 38: Sustainable Tourism Development	Unit 39: Tourist Destinations	Unit 40: Tour Operations Management	Unit 41: Personal and Professional Development	Unit 42: Employability Skills
F9: Build your organisation’s understanding of its market and customers	3			3	3	3	3				3										
F10: Develop a customer focused organisation		3		3		3					3			3							
F11: Manage the achievement of customer satisfaction					3	3					3										
F12: Improve organisational performance	3			3	3	3				3											

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# Annexe C

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## Grade descriptors

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### Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

Merit grade descriptors	Exemplar indicative characteristics  Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a <b>merit</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"><li>identify and apply strategies to find appropriate solutions</li></ul>	<ul style="list-style-type: none"><li>effective judgements have been made</li><li>complex problems with more than one variable have been explored</li><li>an effective approach to study and research has been applied</li></ul>
<ul style="list-style-type: none"><li>select/design and apply appropriate methods/techniques</li></ul>	<ul style="list-style-type: none"><li>relevant theories and techniques have been applied</li><li>a range of methods and techniques have been applied</li><li>a range of sources of information has been used</li><li>the selection of methods and techniques/sources has been justified</li><li>the design of methods/techniques has been justified</li><li>complex information/data has been synthesised and processed</li><li>appropriate learning methods/techniques have been applied</li></ul>
<ul style="list-style-type: none"><li>present and communicate appropriate findings</li></ul>	<ul style="list-style-type: none"><li>the appropriate structure and approach has been used</li><li>coherent, logical development of principles/concepts for the intended audience</li><li>a range of methods of presentation have been used and technical language has been accurately used</li><li>communication has taken place in familiar and unfamiliar contexts</li><li>the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li></ul>

## Distinction grade

Distinction grade descriptors	Exemplar indicative characteristics  Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• use critical reflection to evaluate own work and justify valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>• the validity of results has been evaluated using defined criteria</li> <li>• self-criticism of approach has taken place</li> <li>• realistic improvements have been proposed against defined characteristics for success</li> </ul>
<ul style="list-style-type: none"> <li>• take responsibility for managing and organising activities</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy/independence has been demonstrated</li> <li>• substantial activities, projects or investigations have been planned, managed and organised</li> <li>• activities have been managed</li> <li>• the unforeseen has been accommodated</li> <li>• the importance of interdependence has been recognised and achieved</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate convergent/lateral/creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ideas have been generated and decisions taken</li> <li>• self-evaluation has taken place</li> <li>• convergent and lateral thinking have been applied</li> <li>• problems have been solved</li> <li>• innovation and creative thought have been applied</li> <li>• receptiveness to new ideas is evident</li> <li>• effective thinking has taken place in unfamiliar contexts.</li> </ul>

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# Annexe D

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## Unit mapping overview

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The BTEC Level 4 HNC Diploma and Level 5 HND Diploma units in Hospitality Management (specification start date 01/09/2010) are mapped against the 2003 BTEC Higher National units in Hospitality Management (specification end date 31/12/2010) in the following tables:

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
1	The Contemporary Hospitality Industry	1	F
2	Finance in the Hospitality Industry	6	F
3	Customer Service	3	F
4	Research Project	26	P
5	Food and Beverage Operations Management	4	F
6	Rooms Division Operations Management	5	F
7	The Developing Manager	2	F
8	Marketing in Hospitality	15	F
9	Human Resource Management for Service Industries	14	P
10	Work-based Experience	7	P
11	Resource Management in Hospitality	8 and 23	F
12	Hospitality Operations Management	9	F
13	Conference and Banqueting Management	11	P
14	Hospitality Contract and Event Management	12	F
15	On-Licensed Trade Management	13	F
16	Sales Development and Merchandising	16	F
17	Quality Management in Business	17	F
18	Facilities Operations and Management	18 and 19	F
19	External Business Environment	20	F
20	Business Health Check	21	F

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
21	Small Business Enterprise	22	F
22	Cellar and Bar Operations Management	27	F
23	Law for Licensed Premises	28	F
24	Brewing Science	29	F
25	Menu Planning and Product Development	30	P
26	Planning and Managing Food Production and Beverage Service	31 and 32	X
27	Contemporary Gastronomy	33	F
28	World Food	34	F
29	Creative Patisserie	35	F
30	New Product Development in Food	36	F
31	Food Safety Management	37	F
32	Nutrition and Diet	38	F
33	The Sport and Leisure Sector	39	F
34	Heritage and Cultural Tourism Management	40	F
35	The Entertainment Industry and Venue Management	41	F
36	Sport and Leisure Tourism in the UK	42	F
37	The Travel and Tourism Sector	43	F
38	Sustainable Tourism Development	44	F
39	Tourist Destinations	45	F
40	Tour Operations Management	46	F
41	Personal and Professional Development	N/A	
42	Employability Skills	N/A	

#### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

## Unit mapping in depth

The BTEC Level 4 HNC Diploma and Level 5 HND Diploma units in Hospitality Management (specification start date 01/09/2010) are mapped against the 2003 BTEC Higher National units in Hospitality Management (specification end date 31/12/2010).

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
1	The Contemporary Hospitality Industry	1	The Contemporary Hospitality Industry	Topics that remain the same: current structure of the hospitality industry; staffing in the hospitality industry; recent developments affecting hospitality; recognising potential trends and developments in hospitality.
2	Finance in the Hospitality Industry	6	Management Accounting for Hospitality	Topics that remain the same: sources of funding and income generation for business and services industries; business in terms of the elements of cost; evaluating business accounts; analysing business performance by the application of ratios; applying the concept of marginal costing.
3	Customer Service	3	Customer Service	Topics that remain the same: customer service policies within business and services contexts; purpose of promoting a customer-focused culture; investigating customer requirements and expectations; providing customer service within business and services contexts to meet required standards.
4	Research Project	26	Research Project	Topics that remain the same: how to formulate a research specification; implementing the research project within agreed procedures and to specification; evaluating the research outcomes; presenting the research outcomes.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
5	Food and Beverage Operations Management	4	Food and Beverage Operations	Topics that remain the same: different food and beverage production and service systems; financial controls used in food and beverage operations; devising menus for hospitality events; providing food and beverage services for hospitality events.
6	Rooms Division Operations Management	5	Rooms Division Operations	Topics that remain the same: services provided by the rooms division in diverse contexts; impact of contemporary management issues on the effective management and business performance in the front of house area; factors that contribute to effective management and business performance in the accommodation service function; applying techniques to maximise and measure occupancy and rooms revenue.
7	The Developing Manager	2	The Developing Manager	Topics that remain the same: principles and practices of management behaviour; reviewing own potential as a prospective manager; showing managerial skills within a business and services context; creating a career development plan for employment within a business and services context.
8	Marketing in Hospitality	15	Marketing	Topics that remain the same: concepts of marketing in a services industry context; role of the marketing mix; using the promotional mix; marketing cycle in a services industry environment.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
9	Human Resource Management for Service Industries	14	People Management	Topics that remain the same: human resource management; effect of employee relations and employment law on service industries businesses; recruitment and selection process; training and development in service industries businesses.
10	Work-based Experience	7	Industry Experience	Topics that remain the same: negotiating industry experience; specific requirements of the placement; undertaking work experience as identified; monitoring and evaluating own performance and learning.
11	Resource Management in Hospitality	8	Procurement	Topics that remain the same: principles and application of resource management to commercial operations; suitability of various forms of finance and taxation available to UK business in general and the hospitality sector in particular; how procurement issues and strategies contribute to the achievement of commercial objectives through purchasing power; carrying out a review and evaluation of procurement strategies and business performance within named organisations.
		23	Financial Management	
12	Hospitality Operations Management	9	Hospitality Operations Management	Topics that remain the same: operational and economic characteristics of hospitality operations; product development within hospitality environments; pricing and profitability concepts within hospitality operations; using appraisal techniques to analyse and improve operational performance.
N/A		10	Food and Society	



2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
13	Conference and Banqueting Management	11	Conference and Banqueting Management	Topics that remain the same: nature of the conference and banqueting sector and the factors influencing its development; key strategic and operational issues involved in the effective management of conference and banqueting events; food production and service systems; ergonomic considerations in the organisation of conference and banqueting events.
14	Hospitality Contract and Event Management	12	Contract and Event Management	Topics that remain the same: external factors that affect planning and management in the event and contract sectors; operational issues which affect the success of event management; client and contractor relationship; financial processes involved in tendering for and implementation of events.
15	On-Licensed Trade Management	13	On-Licensed Trade Management	Topics that remain the same: key issues that impact on the licensed trade industry; effective development and operation of on-licensed premises; developing a merchandising and sales promotion strategy for on-licensed premises; evaluating the development of on-licensed premises.
16	Sales Development and Merchandising	16	Sales Development and Merchandising	Topics that remain the same: elements of the product in a business and services context; external sales development techniques; tools and techniques of internal sales promotion and merchandising; evaluating the role of staff in maximising sales.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
17	Quality Management in Business	17	Quality Management	Topics that remain the same: different approaches to quality management appropriate to commercial operations; benefits of quality management in a business and services context; range of quality controls and how service to the customer can be improved; applying the principles of quality management to improve the performance of an organisation.
18	Facilities Operations and Management	18	Facilities Operations	Topics that remain the same: operational responsibilities of a facilities manager; legal, health, safety and environmental obligations to be addressed by facilities operations; using a range of administrative systems to support facilities operations; using appropriate criteria to carry out evaluation and review of the quality and effectiveness of the facilities.
		19	Facilities Management	
19	External Business Environment	20	External Business Environment	Topics that remain the same: impact of socio-economic change on the development of commercial organisations in a business and services industry context; effect of legal and political environments on business and service industries; statutory requirements for establishing and developing a business and services operation.
20	Business Health Check	21	Business Health Check	Topics that remain the same: focuses of the business; developing plans for businesses; evaluating and developing skills of management and staff.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
21	Small Business Enterprise	22	Small Business Enterprise	Topics that remain the same: performance of a selected small business enterprise; proposing changes to improve management and business performance; revising business objectives and plans to incorporate proposed changes; impact and management of change in the business operations.
N/A		24	Information Management and Technology	
N/A		25	Introduction to Internet and E-Business	
22	Cellar and Bar Operations Management	27	Cellar and Bar Operations	Topics that remain the same: bar and cellar management techniques; demonstrating bar and cellar management techniques; impact and benefits of technological developments; impact of ethical issues on bar management techniques.
23	Law for Licensed Premises	28	Law for Licensed Premises	Topics that remain the same: effects of licensing legislation; consumer protection; implications of health, safety and hygiene legislation; legislative responsibilities of employers in relation to staff.
24	Brewing Science	29	Introduction to Brewing Science	Topics that remain the same: fermentation systems; biochemistry of malting, mashing and conversions in the copper; yeast physiology and microbiology; identify fermentation and associated quality control systems.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
25	Menu Planning and Product Development	30	Menu Planning and Product Development	Topics that remain the same: factors that influence menu planning decisions; menu product development planning processes; applying design principles within a food service environment; developing specific and actionable recommendations for a new food service concept.
26	Planning and Managing Food Production and Beverage Service	31	Planning and Managing Food Production	Topics that remain the same: different systems and equipment used for the volume of food production and beverage delivery in different contexts; purchasing management for materials, commodities, beverages and equipment; producing and assessing food and beverage preparation plans; food quality control processes and policies for volume food production.
		32	Planning and Managing Food and Beverage Service	
27	Contemporary Gastronomy	33	Contemporary Gastronomy	Topics that remain the same: contemporary gastronomic developments and trends; using food preparation and cooking knowledge and skills to prepare a range of gastronomic dishes in a professional, safe and hygienic manner; applying sensory evaluation techniques to assess food and beverage acceptability and quality; application of gastronomic principles and practices within contemporary food and beverage settings.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
28	World Food	34	World Cuisine	Topics that remain the same: characteristics and influences in world cuisine; multicultural nature of food and drink in society; using preparation and cooking knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner; applying evaluation techniques and criteria to a range of dishes.
29	Creative Patisserie	35	Creative Patisserie	Topics that remain the same: using of equipment and methods for creative patisserie work; using food preparation, knowledge and skills to prepare patisserie items; demonstrating professional, safe and hygienic kitchen practices; apply evaluation, techniques and criteria to patisserie items.
30	New Product Development in Food	36	Catering Technology	Topics that remain the same: developing a new or modifying an existing food or beverage product; issues of large-scale food production; investigating food quality using subjective and objective tests; responses of customers to new products.
31	Food Safety Management	37	Food Hygiene and the Environment	Topics that remain the same: agents that cause food-borne illness and the contamination of food; processes that can effectively prevent food spoilage and preserve food quality; importance of effective prevention systems in the control of food contamination; constructing control and food management systems.
32	Nutrition and Diet	38	Nutrition and Diet	Topics that remain the same: nutritional principles; links between diet and health; planning and analysing diets and menus; role of nutrition in hospitality management.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
33	The Sport and Leisure Sector	39	The Sport and Leisure Industry	Topics that remain the same: growth and influence of the sport and leisure sector; range of sport and leisure providers; role of government and the political environment in the context of the sport and leisure sector; evaluating the key impacts and current issues that affect sport and leisure.
34	Heritage and Cultural Tourism Management	40	Heritage and Cultural Management	Topics that remain the same: growth and development of the heritage and cultural industry within travel and tourism; purpose of heritage and cultural attractions within the travel and tourism sector; roles, responsibilities and ownership of organisations in the heritage and cultural industry; role of methods of interpretation within the heritage and culture industry.
35	The Entertainment Industry and Venue Management	41	Entertainment and Venue Management	Topics that remain the same: contribution of the entertainment industry to the economy; types of activities offered by the entertainment industry; management and operation of different types of venues; trends in the entertainment industries.
36	Sport and Leisure Tourism in the UK	42	Sport and Leisure Tourism	Topics that remain the same: structure of the sport and leisure-related tourism sector in the UK; trends and demands for sport and leisure tourism; economic, socio-cultural and environmental issues that affect sport and leisure tourism; evaluating strategies that can be used to maximise the growth of sport and leisure related tourism.

2010 units		2003 units		Mapping/comments (new topics in <i>italics</i> )
Number	Name	Number	Name	
37	The Travel and Tourism Sector	43	The Travel and Tourism Environment	Topics that remain the same: history and structure of the travel and tourism sector; influence of local and national governments and international agencies on the travel and tourism sector; effects of supply and demand on the travel and tourism sector; the impacts of tourism.
38	Sustainable Tourism Development	44	Tourism Development Planning	Topics that remain the same: rationale for planning in the travel and tourism industry; different approaches to tourism planning and development; need for planning for sustainable tourism; current issues related to tourism development planning; socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.
39	Tourist Destinations	45	Tourism Destinations	Topics that remain the same: scope of key UK and worldwide tourist destinations; cultural, social and physical features of tourist destinations; how the characteristics of destinations affect their appeal to tourists; issues likely to affect the popularity of tourist destinations.
40	Tour Operations Management	46	Tour Operations Management	Topics that remain the same: tour operators industry within the travel and tourism sector; stages involved in creating holidays; review brochures and methods of distribution used to sell holidays; strategic and tactical decision making for tour operators.
41	Personal and Professional Development	N/A		
42	Employability Skills	N/A		

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# Annexe E

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## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for BTEC Levels 4 and 5 Higher National qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the table below).

### Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

### Qualification grades

#### BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

#### BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D



These are some examples of how the HNC Diploma grades are calculated:

**Example 1: Achievement of a BTEC HNC Diploma with Pass grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	0	
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	M	1	15
Unit 15	Specialist unit	5	15	P	0	
Unit 17	Specialist unit	5	15	P	0	
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	Specialist unit	4	15	M	1	15
Unit 14	Specialist unit	4	10	D	2	20
	<b>Qualification total requirement 120</b>		<b>130</b>			<b>60</b>

Unit 14 is not included as it is an additional unit on top of the 120 credit qualification

The learner can only include the points from the best 75 out of 120 credits in a valid combination.

**Example 2: Achievement of a BTEC HNC Diploma with Merit grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	15
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	5	15	P	0	
Unit 9	Specialist unit	4	15	M	1	15
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	specialist unit	4	15	M	1	15
	<b>Qualification total requirement 120</b>		<b>120</b>			<b>75</b>

The best 75 credits include both core and optional units.

The learner has sufficient points for a merit.

### Example 3: Achievement of an HNC Diploma with Distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	M	1	(15)
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	D	2	30
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	4	15	D	2	30
Unit 17	Specialist unit	4	15	D	2	30
Unit 9	Specialist unit	4	15	D	2	30
Unit 12	Specialist unit	4	15	D	2	30
	<b>Qualification total requirement- 120</b>		<b>120</b>			<b>150</b>

The learner has grade points in more than 75 credits. The best performance is used to calculate the grade. These can be level 4/5 for the HNC

The learner has enough points for a Distinction from 75 credits.

### Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

**Only points from units at or above the level of the qualification can be counted towards the grade.**

**Examples used are for illustrative purposes only. Other unit combinations are possible.**

#### Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>245</b>			<b>60</b>

Count the points from level 5 units for the best 75 credits  
X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

## Example 2

### Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>255</b>			<b>120</b>

The learner can be considered for a merit: only count the points from **the best 75** credits from a valid combination of 240 credits

X these units are **below** the level of the qualification so **cannot** be counted for grading

The best 75 credits include both mandatory core and optional units  
( ) these units are not counted in the overall score

The learner has sufficient points for a merit grade.

### Example 3

#### Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>245</b>			<b>150</b>

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits  
( ) these units are not counted in the overall score  
X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

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